DOCUMENT RESUME

ED 479 748 FL 027 825

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TITLE	Using Games To Teach English in Japanese Junior High School.
PUB DATE	2003-00-00
NOTE	29p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Opinion Papers (120)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Educational Games; *English (Second Language); Foreign Countries; Grammar; Junior High Schools; Learning Activities; Pronunciation; Second Language Instruction; Student Motivation; Vocabulary Development

ABSTRACT

This paper discuses how to integrate games into junior high school English classes in Japan. The first section, "The Present Situation," explains both external and internal influences on the current situation of English education in Japanese junior high schools, proposing solutions and introducing the advantages of using games to teach English as a Second Language. The second section, "Definition and Categories of Games," focuses on games in the areas of vocabulary development, grammar, pronunciation, and a combination of the above (which ask students to use their knowledge about several language skills). The third section, "Criteria for Games," explains how teachers should select and use games (how to integrate games into class material, how to succeed using games, and how often to use games). The fourth section, "Practice," makes suggestions for ways that teachers can adapt games to fit into their existing class materials. (Contains 16 references.) (SM)

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Using Games to Teach English in Japanese Junior High School

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Introduction

Why does a student pretend to sleep in English class? This student's attitude bothers teachers. They think either the student is unmotivated because of his or her laziness or the teacher does not make lessons that are attractive to students. In general, students want to understand what they study and they are afraid that they will make mistakes in front of the class because they do not understand what the teacher taught. Sometimes this student's attitude may mean that teachers do not teach English effectively. Teachers worry about how to make lessons with a textbook to improve students' skill and to motivate students. On the one hand, students are required to learn and memorize vocabulary and grammar accurately for high school entrance examinations. On the other hand, communicative activities are strongly emphasized by the Ministry of Education in Japan with the aim of fostering students' English skills to use English in the real world. Because both teachers and students are required to do many things, they are worried about English class.

In this situation, many effective methods are offered to solve the problems. One of the effective methods is for teachers to use games in English class in order to reinforce students' vocabulary and grammar skills. The advantages of using games are that students can learn English in an interesting and fun way. Moreover, most games require them to cooperate with classmates, so they interact with others naturally.

This paper will discuss how to integrate games in junior high English classes in Japan. The first section will explain both external and internal influences on the present English educational situation in Japanese junior high schools, propose solutions, and introduce the advantages of using games. The next section will offer a definition of games and show categories of language games. How teachers should prepare and use games for their classes will be shown in the following section. The

final section will introduce a plan for practically using games in daily class using one chapter from a textbook used in Japan.

I. The present situation

Students who show no interest in studying English, such as pretending to sleep in class, worries both teachers and students. The factors which create this situation include both external and internal influences such as high school examinations and motivation. One way to positively affect students' attitudes toward English class and improve their English skills while taking account of internal and external influences is using games.

A. External influences

External influences involve the setting in which teachers and students are given and generally cannot change. Curriculum, entrance examinations for high school, and using textbooks are three major factors that teachers must consider when planning courses.

1. Emphasis on communicative activities by the ministry

The Japanese ministry of education has recently emphasized communicative activities. One of the reasons for this emphasis is that the ministry considers it a serious problem that Japanese who have been studying English from Junior high school to college cannot communicate with others in English. Starting in 2002, junior high schools started implementing a revised course of study for lower secondary school. The new curriculum shows a focus on developing students' communicative skills, especially speaking and listening. That is, the new course of study emphasizes conversation skills in daily life, such as greeting, giving speeches and discussion.

2. Teachers' previous experience

In general, teachers are naturally influenced by their previous experience or imagine their previous experience as a model when planning courses. This previous experience mainly means teachers teach in a similar way to the way they were taught. However, it can be difficult for many teachers to make their classes more communicative because teachers never experienced learning English with communicative activities at school. They had focused on reading and writing accuracy when they were students. So instead of relying on examples from experience, teachers must try lessons that include communicative activities through trial and error. In addition to this, based on their own experiences as students, teachers subconsciously tend to provide students the language strategies that the teachers themselves usually used, in other words, the teachers' suitable language strategies.

3. Entrance examination for high school

The traditional focus on reading and writing accuracy is not only a result of teachers' educational backgrounds, examinations also play a part. Passing entrance examination for high school is a large major motivating factor for almost all students. The English test for entrance to high school is being continuously adapted to include more assessment of communicative abilities year by year. On the other hand, even on a question where the student must communicate his or her opinion within a given word limit, students are still required to emphasize the accuracy of their answers. In fact, so far examinations have only 20~30% listening test and no speaking test (except for students who are applying to be English majors). So, as a result, many students tend to regard listening and speaking as neglectable skills. The emphasis on accuracy also results in almost all students, especially 3rd grade junior high

school students, such as going to cram school for drilling grammar questions. Teachers also tend to force students to drill in class in order to train for the examination for high school, using such activities as mock examinations, which do not promote communicative skills.

4. Using the textbook

Like the examination, textbooks also have shifted to a somewhat more communicative style. For example, some chapters deal with how to give directions or how to communicate with a person on telephone. There are also some exercises in which paired students interview each other to find what information the partner has. However, each chapter also provides a great deal of new vocabulary, new grammar and a new topic. Since each section has a great deal of new information, teachers have to strictly control time. In addition, since 2002, English classes have been decreased from 4 classes to 3 classes per week. So now teachers have to choose which activities from the textbook to emphasize, and which to omit. Because of their experiences as students and of examination pressure, teachers currently tend to concentrate on drills to establish new vocabulary and grammar and neglect the textbook's communicative activities.

B. Internal influences

As opposed to external influences, which are out of teachers' control, internal influences are factors that teachers and students can change to some degree. Internal influences, such as motivation and memory, may be regarded as the core of setting for learning English. Because these influences are related to emotions, it seems difficult for us to control them easily, but teachers can consider small changes in these internal influences, which may have significant effects on their students.

1. Students' motivation

Students' motivation is important energy for students to improve their English. For almost all junior high school students, they are studying English for the first time. So early in their school year, they show their interest in English. Also, they might predict that they will talk with English speakers fluently in the future. For some students who were doing badly in elementary school, learning English means an opportunity for them to recover their honor. In short, at the beginning of their English study students start studying English harder with much energy and enthusiasm.

In contrast, the moment students find that they cannot understand English, they can get depressed about studying English and their ability, too. Ersöz (2002) said, "Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language"(p.1). It is hard for students to keep trying to overcome their frustration and unfortunately, it is possible for students to easily lose their motivation.

Then, how about the student who pretends to sleep in English class? Is his attitude a result after his struggling against difficulty of English study? Littlejohn (2001) said,

> While it may be true that the students with their feet on the desk at the back of the class really aren't interested in learning, it may equally be true that what they are actually trying to do is to avoid repeated failure – by pretending that they don't care. It is their sense of self-esteem that is at stake here. By pretending ... they can protect themselves from seeing themselves as failure. Such extreme displays ... are probably at the bottom end of a downward motivation-ability spiral. (p. 4)

Teachers simply tend to regard students' undesirable attitude as the students' problem and think that they should make effort themselves, because other students do. But for students trying to protect

themselves from repeating failure, or students who are at the bottom end of a downward motivation-ability spiral, they are at a loss themselves. They no longer have energy because they believe they will continue to fail even if they do try harder. Murphey (1996) said, "beliefs powerfully affect what we choose to do and learn, as well as the energy and resources we commit to any endeavor"(p.77). Changing that belief is one factor that can reverse the spiral and positively affect motivation. When teachers believe that everybody is good as a learner, and they deal with their students being based on these beliefs, students will be more likely to believe in their own abilities. As a result, students can improve their ability.

2. Difficulty of memorizing grammar and vocabulary

However, even if the students have high motivation or strong beliefs in their ability, they are faced with the difficulty of memorizing grammar and vocabulary. Because memorizing requires them to make efforts to keep increasing vocabulary and grammar accurately, they tend to give up doing this hard task. In fact, the most frequent question that students ask teachers is how to memorize vocabulary. Another problem is that they feel that learning grammar is difficult and boring. Both vocabulary and grammar require repetition drills to establish them. Moreover, a textbook explicitly shows new grammar that must be taught and provides new vocabulary as factors that should be taught in order to comprehend the content of a given chapter. Students are overwhelmed by a lot of vocabulary and grammar and they cannot know what to do. Another reason that it is difficult for students to memorize both of them based on students' daily life. Students do not need to use English in their daily life, so it is easy to forget what they studied.

C. Proposed solutions

When teachers plan courses, ideal English class is one in which teachers efficiently teach English for students to clearly understand what teachers have taught. The course must also improve students' communicative skills, and provide students with various learning strategies while teaching English with the textbook under the given curriculum. As a result of these courses, students can memorize both vocabulary and grammar accurately and are satisfied with their progress. Is it possible for teachers to realize this kind of ideal class? This section will propose one possible way to realize ideal class: games.

1. Why I use games in English class

As the previous section explained, both teachers and students worry about studying English under external and internal influences. I am one of the teachers that worry about many requirements. Then, this part will tell why I think that I need to use games in English class. I have asked experienced teachers and myself, "How should I make lessons attractive to students?", "How should I teach English for students so that they will easily understand new vocabulary and grammar?" or "How can I manage English class to keep students motivated?" Because some students show their boredom clearly or some students skip classes, the questions mentioned above have always bothered me. Some teachers pointed out that the reason why students try to skip classes is caused by poor relations with classmates. However, I have heard that certain teachers can attract students who try to skip classes and the students attend English class even while they still skip other subject classes. This fact impressed me and does not allow me make easy excuses when my own students skip classes.

Although students' attitude make me worry about teaching English, on the other hand, students'

attitudes also offers me a clue to a solution. There is one activity that both students who try hard studying English and those who try to skip classes wanted to do in English class: bingo games. Even 3rd year junior high school students came to me and asked to play bingo. During bingo, almost all students concentrate on what the teacher says and have happy and serious expressions on their faces. They are absorbed in finding the vocabulary or phrases that the teacher says. In addition, some students connect with friends by telling them how many he or she marked on his or her bingo sheet. These are keys of teaching English that I have sought: to teach in such a way that students concentrate on studying with happy and serious facial expressions and relate with each other.

2. How games can improve the present situation

One advantage to using games is that it is an effective way in language learning because games lower stress, keep students' attention naturally, and offer a chance for real communication (Dobson 1972, Turner 1998, Deesri 2002). Moreover, real communication provides students making classmates' relationships. Students can be familiar with classmates by exchanging their feelings while playing games, they can feel comfortable in their classroom. This point cannct be underestimated, especially for adolescents who try to skip classes.

Another advantage of games is that by using games teachers can supplement other strategies that the teachers usually do not use, but which some students find effective. According to Oxford and Crookall (1990), language teachers increasingly became to use games for several reasons---and all of these reasons tie in with language learning strategies, including the fact that the nature of games asks learners to use all language skills: listening, writing, speaking and reading. Also, the fact that the nature of games asks learners to act out and communicate is a main factor in all language learning strategies,

therefore teachers using "trial and error" to make their classes more communicative have a much greater chance of succeeding.

Then, how about studying new grammar or vocabulary? Collier (1996) said, "games can be used as learning activities, reinforcing new knowledge or expanding emerging knowledge and skills." Collier continued, "they are an experiential activity used with effectiveness in classrooms at all levels of education..." (p.4). In games, students are challenged to think and use certain target vocabulary expressions, and new knowledge. When student must memorize grammar, they tend to practice as a drill alone. But in games it becomes easier for students to memorize because students are impressed by competing or interacting with classmates. Moreover, having experience such as communicative activities with classmates reinforces students with what they studied, so it becomes difficult for students to forget the new knowledge.

Finally, is there an advantage of motivation being influenced by using games? Motivation is related to experiences that have succeeded or not. Littlejohn (2001) said, "As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort," he continued, "if we put in more effort, we generally get better, and so this sustains our motivation"(p.3). Some games show who wins or which group succeeds. Almost all people tend to consider the reason why he or she won or lost, or why his or her group succeeded or not. Then, the next time they try to join with another plan. Also joining games is a kind of fun trial and all students have a chance to experience winning or success. Littlejohn (2001) stated, "For the failing student, in particular, it is important that we try to develop their sense of success and a feeling that they can do something, rather than a feeling than they can't" (p.4) By using various games and giving opportunity of success to students as many as possible, it is possible to make failing students have motivation again.

II. Definition and categories of games

What are games? What kinds of games teachers can use? This section will discuss definitions of games and consider categories of games.

A. Definition of games

We can further understand games by definiting them. In general, games are defined as one kind of effective activity to improve students' skills. Hadfield remarked that a game is "an activity with rules, a goal and an element of fun" (Deesri, 2002). Kerr (1977) and Collier (1996) also defined games as a kind of competition in which players have objective such as winning or succeeding by having fun and under clear rules. That is, the differences of games from other activities are in three main factors: being governed under rules, showing a goal such as a winner as a result of a competition, and having fun.

B. Categories of games

Language games come under several categories: vocabulary, grammar, pronunciation, and combination. The aim in categorizing games is to focus on certain target skills when teachers use games in class.

1. Vocabulary

Vocabulary games, which include not just new words but also new phrases, provide students with opportunities to get accustomed to using vocabulary by exposing students to vocabulary as often as teachers can, and to review the vocabulary so that students can check their understanding. Many vocabulary games ask students to recall or find a lot of vocabulary within short time so that students

have the skills to quickly recall vocabulary to use in real conversation.

One example of a vocabulary game is bingo, a game which may be familiar to us. Ito and Berry (2002) presented "Sports BINGO" (p.27). Beginner students look at pictures about sports on their boards and the teacher calls out a name of sports. If students can find the picture of each of the sports that the teacher said, they can then mark the appropriate squares. If a student can mark a row on his or her board, the student can say "Bingo!" A student who says "Bingo!" first is the winner. In this game, students are required to connect the picture to the vocabulary they heard the teacher says. Ito and Berry show various other vocabulary bingo games in their book (Ito and Berry, 2002), such as "Action BINGO" and "Weather BINGO".

Another vocabulary game is "Alphabet soup" which is played by two teams. The teacher calls one member from each team and gives them a letter of the alphabet. Then the students must name as many words that begin with the given letter as they can within a time limit. The winner is decided by which team has the most words. Students concentrate on recalling their vocabulary, and at the same time they are required to pronounce the vocabulary (Dobson, 1972).

2. Grammar

The aim of grammar games is for students to get practice using a particular focused grammar point and to understand how or when to use it. For example, bingo can be played with a grammar focus: Ito and Berry (2002) introduced games such as "'Go, Went, Gone' BINGO" for practicing past participles. Another way to practice irregular verb forms is with Rinvolucri's game "Grammar tennis" (p.38). This game is held between two students. Student A says the past participle of an irregular verb he or she knows as a "serve" in tennis. If the student makes mistake about the verb, the student has a

second chance as the second service in tennis. Then student B responds the simple past form of the same verb and student A responds the infinitive of the same verb.

Another example is a game called "What would you do if...?" (Dobson ,1972, p.391). This game is played by dividing the class into two teams of equal numbers, for instance, team A and team B. The member of team A is asked to write following sentence of "What would you do if...?" and use their imagination in order to completely compose one question. On the other hand, the member of team B is asked to write following sentence of "I would..." in order to complete one answer. After the teacher gathered their sentences, the teacher picks up one question from team A at random and reads it. Then, the teacher picks up one answer from team B at random and reads it. Students can study the subjunctive mood and at the same time they can enjoy unrelated contents. In this game, students tend to concentrate on making funny sentences using given grammar.

3. Pronunciation

Pronunciation games can draw students' attention to delicate differences between English and Japanese pronunciation. For example, Hancock (2002) introduced the "Simple sound maze" in which students are asked to find goal of maze by recognizing a word that has the same sound as a given sound, such as / i: / or / j /. Students can play this games in pairs or individually. Another pronunciation game is "Sound pictures". Teachers use a picture pair that is drawn very similarly. Students are asked to find the differences between these pictures with a partner and call out the differences. The differences include words with key sounds, such as /u:/ and /i:/.

4. Combination

Combination games ask students to use their knowledge about several language skills. For example, students may use their knowledge of vocabulary, pronunciation, and grammar, as well as even subject knowledge in some cases.

One combination game is "Reverse Jeopardy" by Short (1999). This game provides students with a review of information that they had already studied, ranging from vocabulary to grammar. In this game, teachers divide a class into two teams such as team A and B. The first student chooses one question from several topics and five levels (see figure 1). This game provides the easiest question for $100 and questions get more difficult until the hardest questions for $500. If a student from team A chooses a question that is the hardest level of a topic, for example, verb tenses for $500 is "Fill in the correct form of *to be* in this sentence?: If I _____ happy, I would dance," and the student can answer correctly, his or her team gets $500. Then another member from team A can choose next question. Team A can continue until they answer incorrectly. After all questions are given to students, the team which has the most money will win.

Verb Tenses	Science Vocabulary	Music	Communication Services	Fairy Tales
$100	$100	$100	$100	$100
$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500

figure 1: Reverse Jeopardy game board (Short, 1999, p.302)

III. Criteria for games

After understanding what games are and what kind of categories of games exist, teachers should adapt games to their own classes to meet the knowledge students have and the language skills the teacher wants to focus on. This section will consider selection of games, and suggest uses of games.

A. Selecting games

While using games is an effective learning language method, games' effectiveness still depends on how teachers appropriately choose games to succeed. Before using games in their class, there are some points that teachers should consider. First, games that are used in studying English must provide both fun and English study. Not only teachers but also students are not satisfied with using games that provide only fun. Thus, using games in class should always include one or more factors by which students can improve their English skill. Next, it is also necessary for teachers to consider students' ability when teachers choose a game and to remember that "...the students will be greatly challenged by the simple fact that they are playing the game in a language other than their mother tongue" (Dobson, 1972, p.387). Teachers tend to forget this situation. But by taking it into consideration, teachers can avoid a situation in which students spend more energy learning the game than on reinforcing their English knowledge and skills. Then, in order to make good use of the advantages of games, teachers should check the following: "Which language does the game target?, Which skills [listening, speaking, reading or writing] does it practice?, What type of game is it?, What's the purpose for using it?, Does it fit the students?, How much interaction and participation is there?, Do you like the game yourself?" (Hong, 2002, p.1). This checklist avoids choosing games that likely not to succeed in class.

In my case, I choose games such as bingo that are applicable to as many various target skills as

possible. Once students can understand the rules of the game, it is easy for students and teachers to play games after that. In this point, bingo games can be applied to vocabulary, grammar, pronunciation and cultural topics, so they are very useful and helpful to teach English.

Besides bingo, the game "Grammar tennis" (Rinvolucri, 2001, p.38), that was shown in the previous section can also be applied to another practice. Teachers can use it as a practice for pronoun, for instance "I – my – me – mine" or "he – his – him – his" and so on instead of irregular verbs. In addition, teachers can use it as a practice of degree of comparison, for instance, "young – younger – youngest" or "good – better – best". Many games can be applied to various practices to improve students' skill, so it is useful and time efficient to start using some games that have same rules and introduce games that have different rules gradually.

B. Using games

As external influences showed, teachers have limits, such as 3 classes per week, and they must avoid being behind in class using textbooks. Deesri (2002) noted, "...because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language"(p.1). In this situation, it is reasonable for teachers to consider how to link games to existing class materials. This section will discuss how to practically use games in daily class.

1. How to integrate games in the class material

After choosing appropriate games, teachers should consider where the game is placed in class. In other words, teachers should consider their own ideas about the role of games in class.

So far many teachers might regard using games in class as recreation by students when teachers have spare time. However, as Deesri (2002) pointed out, teachers should no longer consider that the purpose of using games is only having fun. She suggested that teachers can use games instead of traditional drills to practice new vocabulary and new grammar. Also Hong (2002) said that teachers may be able to give students time that they practice new knowledge, such as grammar, vocabulary and so on by shifting time that teachers previously used explanation or making students drill individually to time that teachers use games.

In my case, at the beginning of the school year, almost all 1st year junior high school students do not know how to write the English alphabet accurately and how to pronounce the alphabet. However, in this term it is necessary for students to get as much new vocabulary as possible. In this situation, teachers can use pictures as one possible way that students can keep their motivation, at the same time they are satisfied by getting new vocabulary. Typical vocabulary in the 1st year students' textbooks include stationery, food, animals and sports. By using picture bingo that Ito and Berry introduced (such as sports bingo that is dealt with in section II), teachers can help students acquire vocabulary. Teachers can also make their own vocabulary bingo cards to adapt to the textbook vocabulary. As a fun way, teachers can make students bring pictures from magazines or advertisements that students often see and use these pictures to make bingo cards. Teachers can shift from pictures to letters in students' bingo boards gradually as students learn the alphabet. This method is adapted for any year's students in which teachers think that students need more vocabulary.

Another consideration when using grammar games is retaining of grammar knowledge because students learn the grammar in one chapter but forget it by the time they finish the next chapter. For example, wh-questions are provided from chapter 2 to 10 in Sunshine English course 1, which is used

throughout Tottori prefecture. Students forget the different points from chapter 2 and 3 by the time they get to chapter 10. So teachers can adapt games like Jeopardy as a grammar summary in order to help students establish the difference of each grammar point. In such a jeopardy game, teachers change categories to different grammar topics, such as wh-questions (Clark, 1996) (see figure 2).

This game is similar to "Reverse jeopardy" except that students are asked to answer what is the appropriate question of the answer by seeing the answer. For example, the teacher shows an answer as the easiest question "your grandmother", and then students guess the possible question such as "Who is married to your grandfather?" The answer as the hardest question "George Washington" may be answered with the possible question "Who was the first president in the United States?"

Who	What	When	Where	Which
$100	$100	$100	$100	$100

figure 2: Jeopardy game board (Clark, 1996)

2. How to succeed using games

There are some techniques that help teachers to succeed using games. For example, some experts suggest that teachers should sometimes join games with students because it can create a good atmosphere that lowers stress. In addition, it is a key point that teachers should explain rules of games to make students easily understand them so students can be absorbed in playing games and having fun. In almost all cases, it is easy for teachers to demonstrate the game instead of using a long explanation. Moreover a demonstration takes less time than explaining the rules. Finally, it is better for teachers to stop playing games when students' interesting peak to effectively use games in daily class.

3. How often to use games

Then, how often teachers should use games in their class? Hadfield suggested, "games should

be regarded [as] an integral part of the language syllabus, not an amusing for Friday afternoon [off] for the end of the term" (Deesri, 2002, p.4). Deesri added, "...it is quite a good idea to incorporate games in daily classes" (p.4). However, teachers should also consider Ersöz's (2002) suggestion that, "the whole syllabus should not be based on games only—even for young learners"(p.1). Keeping these ideas in mind, some games can be used frequently, others should be used occasionally.

In my case, the games that I will use frequently are those that do not take long time to play and prepare, and do not need to change students' seats, such as bingo. The aim of these kinds of games is to make students practice as often as possible. Therefore, teachers may use bingo every other class for about 15 minutes. A game may be used in the class after teachers have introduced new vocabulary in a section from a chapter. On the other hand, games I would use only occasionally would be combination games that require students to connect a variety of skills such as Jeopardy and that may take a whole class. I may use such a game once a month or after finishing each chapter as a summary of what the students have learned.

IV Practice

Here, I would like to suggest how teachers adapt using games in daily class with existing class materials. I suppose that I make lesson plan with games by using chapter 1 from the 3rd year students' textbook.

First, I would like to consider students' situation. In this term the 3rd year students, even some of whom had lost their motivation when they were 2nd year students, have high motivation again because they are conscious of entrance examination for high school. When I asked the 3rd year students as a questionnaire about what they want to do in English class in the beginning of school year, many students regretted that they had been lazy so far, and so they try to review from beginning of English study. In addition, because this term, the beginning of school year, is after spring vacation, students tend to have forgotten what they had studied. So it is useful for teachers to briefly help students recall what students studied so far. Especially for the 3rd year students, it is better for teachers to keep in mind that students need reviewing.

Second, I would consider the grammar, vocabulary and content in this chapter. Chapter 1 of the 3rd year textbook has a review of present perfect tense that the students' had studied in the end of 2nd year textbook. Also this chapter has some new phrases such as how to use words *yet*, *already*, and *never* by adding to the grammar of present perfect tense and new words such as *mean*, and *sung*. In addition, a content of this chapter deals with the Japanese new school year and school life, including school clubs. When teachers consider grammar, one of the most confusing and difficult tasks for junior high students is to recognize and memorize irregular verbs even though this chapter is review. However students memorize verb forms for the first time, games that practice verb forms are effective to solidify their memory of irregular verbs. As reviewing vocabulary, teachers can provide games by

connecting with content that is about school life.

For this chapter, the teacher would use three kinds of games. Two of them, "Spelling bee" and "Grammar tennis" would be frequently held in daily class, while the other, "Snakes and ladders", would only be played once. For the first class, for activating content of this chapter and reviewing vocabulary that students have studied in their 1st and 2nd year, the teacher would use a spelling game that is called "Spelling bee." (Dobson, 1972, p.392) In this game, students are asked to spell words that teachers give aloud and quickly. The teacher should choose words that relate with school life such as *club*, *belong*, *book*, and *encouraging*. This game will finish when only one player is left standing or 20 minutes is up. After this game, the teacher asks students what all the given words relate to. Then the class would turn to the reading, which includes present perfect tense. In this step, students are required to catch the main ideas of the reading and recall the structure of present perfect tense. The teacher would also briefly check or explain about the structure, and give homework that supplement class material such as a given drill book. At that time, the teacher would also announce that the teacher will give a game that relate with the present perfect tense and it is good for student to do homework to prepare for the game.

In the next class, after teacher takes some time to answer questions that students have about their homework, the teacher would give a game "Snakes and ladders" (Rinvolucri, 2001, p.28). In this board game, students are required to judge whether a sentence of present perfect tense is grammatically correct or not. Students would play this game in groups of six. Each group would have a "Snakes and ladders" game board and students would compete individually. Students can check their understanding or get chance to correct those students had misunderstood about the grammar by talking with classmates. After this game, students can check again to find the reason why a sentence is

correct or not. The entire activity would take 30 minutes. This game needs adequate time because students are asked whether they can understand or not. Therefore this games would be occasionally held such as a summary, and the teacher would use this game once in this chapter.

The textbook reading shows only 4 irregular verbs, but because students understand they need to memorize many irregular verbs, in this step it is better for teachers to provide additional irregular verbs that are often used with students. The textbook has an appendix with 50 verbs defined as important and basic words. Teachers could introduce the verbs little by little, and use "'Go, Went, Gone' BINGO" (Ito and Berry, 2002, p.65). In this game, students write down a past participle of the verb in each square that already have written the first letter. Teacher says the present and past tense of a verb, so students find the past participle of that verb. This bingo takes about 15 minutes. It is important for students to play this bingo as many times as possible to memorize these verbs, so I would play this game several times while studying this chapter and could repeat it occasional throughout the year.

In addition, there are three or five regular examinations per year. Students are expected to study two or three chapter per examination. Teachers can also use games for review for these examinations. For example, as the game "Snakes and ladders" shows other variations, teachers could use sentences that students composed in class or as their homework. By using their sentences, teachers can discover which sentences many students tend to make mistakes with and address them with stronger impression. Also teachers can use the game "Spelling bee" as a check so students can recognize which vocabulary they have not memorized. By providing these games as pre-test, teachers show the students who cannot find what they should study for the examination have to do before the examination.

Conclusion

I started researching about using games because of my students' attitudes and my own worries. Before I researched this topic, I just hoped to change my class so that students can keep their motivation and surely memorize new knowledge by using games as one solution. Therefore I sought a reasonable way to support the use of games in English class. Through this research, I realized that using games is useful for teachers to effectively teach English by finding other advantages of using games in class. Besides helping memorization and keeping motivation, using games provide students to get various learning strategies, to use all skills, to be absorbed in games learning English, to lower stress, to naturally keep their attention, to get chance that they use English in real communication and make friends, and to gain belief that they can understand and use English. The effect of using games in English class can satisfy teachers by their many advantages or wide range of influence on students. Therefore, as Oxford and Crookall stated, it is natural that language teachers gradually turn to use games in their language class.

The remarkable points of using games are taking care about students' feeling such as motivation, stress and making students get new knowledge by using real communication or interacting with classmates that give students stronger impression. By teachers taking care about students getting knowledge that they can apply learning such as learning strategy, teachers can more effectively use games in class. Sometimes teachers can use a game to "trick" students into learning. The students think that they are having fun, but with a carefully chosen and integrated game, the teacher knows that they are learning, too.

Though I stated several limitations in the English teaching situation in present-day Japan in section I, using games shows teachers that they can efficiently work within these limitations. Both

learning language and teaching language are fun because getting new language gives us opportunities that we can get new information, culture, and friends. Using games can realize these things in both an enjoyable and involving way.

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